



Present Status and Improvement Measures of Home-school Cooperation in Preschool Education

Xiaoyuan Chen

School of Physical Science and Technology, Yangzhou University, Yangzhou, Jiangsu Province, China, 225009

Melody.XiaoyuanChen@outlook.com

Abstract. The main body of preschool education are kindergarten and family. Establishing an efficient and good cooperation model between the family and kindergarten is essential to ensure children's healthy growth and development. Preschool education has been given more and more attention in recent years. Through literature research and interviews, this paper understands the development status of home-school cooperation in preschool education, and finds problems such as a lack of scientific preschool education concepts and the limitations of home-school cooperation. Therefore, it is necessary to strengthen the understanding of the importance of communication between home and school, innovate the way of home-school cooperation and establish an effective interactive platform. The paper hopes to provide references and help to most preschool educators and families.

Keywords: Home-school cooperation, Preschool education, Early childhood development.

1 Introduction

Research, China's most authoritative journal on preschool education, increased from 3.8% in 1994-2012 to 98.41% in 2011-2020 [1]. In the past decade, preschool education has received more attention, and its scale and popularity have been increasing. In 2021, the number of kindergartens nationwide will reach 295,000, with generally beneficial kindergartens accounting for 83 percent of the total. Preschool education has gradually become standardized and scientific. Kindergartens set up corresponding communication channels and cooperation modes, among which individual exchanges, such as interviews and home visits, are the most commonly used forms [2]. Children's parents are more concerned about their children's mental health, nutritional health care, and physical exercise, training children to form suitable behavior methods in these areas [3].

The method of family education has gradually changed from relying on experience to relying on science. Parents reflect on the way of family education internally and want to form a joint force with the kindergarten externally, so the school starts to establish convenient home-school communication channels. However, there are also

some problems, such as inter-generational contradiction, excessive attention, and even anxiety. Moreover, there is a big gap between the form and content of education between generally beneficial kindergartens and other kindergartens, which also creates different demands for home-school cooperation. Beneficial kindergartens are those that meet the basic government standards, enroll students from the public, and whose fees are subject to government constraints. All public kindergartens and some private ones. At present, the research on preschool education mainly focuses on school education, and the discussion on home-school cooperation is less. Especially under the current situation of COVID-19, how to find more appropriate ways and methods for home-school cooperation is an important issue that needs to be solved by everyone.

The focus of this study is to understand the content, methods, and problems of home-school cooperation in preschool education at present and how to strengthen mutual trust and understanding between children's families and kindergartens in the future, so as to carry out home-school cooperation smoothly and finally establish an efficient and good cooperation mode. In this regard, literature research and interview will be used to conduct research. Based on the analysis of the current situation of home-school cooperation in preschool education, the improvement method will be explored so that both parents and kindergartens can follow the scientific education concept in preschool education and gradually improve the mechanism of school-family social cooperative education.

2 Methods

Through extensive browsing of relevant literature, the modern education system focuses on selecting and training talents in school education, which enables families to transfer more responsibility for education to schools. In contrast, the responsibility for family education is infinitely diluted. Many people, including some researchers, believe that family education is just a kind of physiological upbringing, which only relies on intuition and experience, and there is no need for research. Alternatively, they transplant the theory of school education into the study of family education, ignoring the particularity of family education itself [4]. In most research, there is too much emphasis on the educational connection between family and school while ignoring the cooperation between family and school.

In addition to the literature review, the author also conducted some interviews. (as shown in Table 1)

Table 1. Interview subjects and questions on home-school cooperation in preschool education

Interviewees	Teachers		Parents	
	in the generally beneficial kindergarten	in other kindergarten	in the generally beneficial kindergarten	in other kindergarten
Questions	Do parents usually need to cooperate with the school education work? In what form?		Do you actively communicate with the school? What are the main aspects?	

	What do you think needs to be improved about the current home-school cooperation?	What kind of home-school cooperation do you want?
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3 Current situation of home-school cooperation

As mentioned above, a systematic and efficient home-school cooperation system has not been widely established due to the limitations of various subjective and objective conditions.

Parents are not required to participate in their children's education in the generally beneficial kindergarten because it aims to ensure universal preschool education. Most of the home-school communication focuses on teachers answering parents' questions about their children's physical condition and behavioral habits; popularizing the concept of science education to parents; and reporting school education results, which are also affected by the current regulations of the city that public kindergartens are not allowed to teach subjects. In daily life, the frequency of home-school communication is determined by parents with the cooperation of school teachers. Most of these parents do not want the school to have too many requirements and believe that the school should assume most of the educational responsibility. A few even hope that the school can fully take care of their children.

In other kindergartens, however, other kindergartens generally have more curriculum and activity content than generally beneficial kindergartens. Most of them expect parents to give more support to school education, including but not limited to material, social, and human resources. The average economic level of parents of these students is higher than that of the inclusive kindergarten. Meanwhile, parents are willing to help the school and even worry that they provide too few resources to some extent, so their children will not receive attention. The frequency of home-school communication is higher on average than in generally beneficial kindergartens. Some schools require teachers to regularly communicate with parents one-on-one, such as through weekly feedback on students' school conditions. Home-school communication focuses on children's subject learning, social problems in school, and psychological status.

3.1 Low Parental Participation and Limited Ways of Participation

Parents lack scientific knowledge of preschool education. Some blindly give full authority to the school for education and do not undertake the necessary responsibility for family education. Limited by internal resources and social requirements, schools cannot quickly take measures to establish home-school communication channels. Cooperation is limited to formal parent meetings and interviews, which makes it difficult to stimulate the enthusiasm and participation of parents. For example, parents' meetings are basically for the head teacher to communicate with parents about their children's performance and the learning situation. As a result, parents' meetings pertinence is not strong. Parents cannot communicate in the form of a process to under-

stand the specific situations of children in school, and thus the effectiveness of the parent-school cooperative.

3.2 Low Effectiveness of Kindergartens Organized Activities

Most schools will develop home-school cooperation programs and plans at the beginning of the new semester. However, the original programs and plans will be changed or even completely abandoned under variable factors in the teaching work. Even if some home-school activities are carried out, they are often ineffective and cannot achieve the expected results. For example, on the “parents Open Day,” the kindergarten just invited some parents to the school to chat or participate in some activities. It does not show parents the education and management of the kindergarten, nor does it teach parents the necessary educational knowledge and methods. Such “parents Open Day” can only be said to be a sham.

Schools need to integrate home-school cooperation into their daily work, establish and improve the system and mechanism of home-school cooperation, enhance its continuity and planning, and carry out daily work according to the system and mechanism according to the actual situation. However, in the specific implementation process, some schools did not set up special personnel to take charge of home-school cooperation, resulting in a lack of targeted and planned work. At the same time, the level of organization and management also needs to be further improved, resulting in home-school cooperation that can not achieve good results.

4 Home-school cooperation improvement methods

4.1 Strengthening the Understanding of the Importance of Communication between Home and School

Studies have found that children’s academic performance is different from kindergarten to family, and parents do not have an excellent understanding of children’s psychological state, which requires teachers and parents to communicate effectively. Teachers and parents need to reasonably use child development psychology, pedagogy and other relevant theories, the behavior of children in kindergarten, family has been deeply discussed [5]. Furthermore, there are differences in children’s performance. Parents should pay attention to their children to understand their adaptability in kindergarten [6]. Therefore, both generally beneficial kindergartens and other kindergartens must be responsible for the healthy growth of children. Therefore, parents and schools should emphasize communication between families and schools. Communication between parents and teachers is beneficial for teachers and teachers to their children’s psychological development and development status, find the root of the problem, and strengthen family and school trust. In the interaction with parents, teachers should describe the status quo of kindergarten through the children’s behavior. Inspire parents’ willingness to communicate so that parents and teachers can communicate effectively and make a better development plan for children’s development. At the same time, according to children’s cognition, develop a learning model

suitable for children's psychological development. Teachers can also, according to children's interests and personality characteristics, develop a teaching plan in line with the children's characteristics so that children get a good preschool education.

4.2 Both Sides Adopting Transposition Thinking

Kindergarten teachers and parents need to constantly communicate and cooperate, actively interact and make progress, change their mentality, and look at problems from the perspective of others. This is not only conducive to the growth and development of children but also enables parents and teachers to have a more comprehensive and complete understanding of children's cognition and understanding. In schools and families, in the process of mutual help, parents and teachers often produce different judgments and ideas according to the different situations. Through this kind of empathy towards each other, change its concept, the method of parents can make an effective understanding of teachers, and teachers can also understand parents in preschool education work. Family and school education can effectively overcome difficulties, which plays a vital role in children's future growth and development.

Communication requires transposition thinking. The teacher can teach according to the actual situation of parents and children, in such aspects as a guide can make appropriate adjustments, and attach great importance to the communication occasions and communication method simultaneously. From the perspective of parents, education and communication calmly, objective analysis of the psychological development of children, based on creating a good communication environment, the effect of family co-education is improved. As a result, the teacher can use the children away from the garden of periods in the garden of peace to provide parents with assistance in his standing at home with a long perspective to make analysis. It aims to avoid the phenomenon of hyperbole, drive parents to pay attention to the change in the children, and the children's autonomy education mode to tutor to both have a clear understanding of children, such as effective communication for the family to create a good atmosphere.

4.3 Innovating the Way of Home-school Cooperation and Establish an Effective Interactive Platform

Kindergartens and families maintain close cooperation and contact and can be protected by a scientific and reasonable communication system. Timely and reasonable communication can be carried out according to the various manifestations of children to encourage each other to understand and grasp children's development fully. Give full play to the advantages and functions of information technology at this stage, actively build a practical and reasonable information communication network platform, and improve the smooth development of activities.

With the development of society, the progress of science and technology, and school cooperation activities in the home, there are many convenient family and campus communication platforms, such as online communication to parents, home visits, family contact section, and the network video conference. They offer a variety

of convenient interactive platforms for both sides to achieve smooth communication between the family school and enhance the interaction between the home school [7]. Home-school communication is not limited to the traditional one-to-one home visits and interviews but also enables parents to communicate with and learn from each other.

According to the existing resources and students' needs, the school makes full use of the interactive platform of home to establish personalized cooperation. For example, for parents unable to come to school in person due to time, location, or other reasons, the kindergarten uses online live broadcasts to hold public activities so that parents can have a more comprehensive understanding of their children's performance in the kindergarten and further understand the teaching methods and educational content of the kindergarten, to solve their doubts and eliminate their concerns. Some parents of middle and high school students in kindergartens are enthusiastic about and capable of participating in education. They can guide parents to participate in the on-site management of daily activities or learning in kindergartens, enhancing children's dependence on parents and trust in teachers [8]. Furthermore, it ultimately promotes children to develop better, and children can also harvest psychological and emotional pleasure in the joint efforts of parents and teachers. We can also establish a WeChat group for kindergarten family co-education to record children's daily teaching and living conditions, which will give both parties a more comprehensive understanding of children and provide good information support for future teaching. Teachers can take pictures of children's learning activities through mobile phones and spread them through WeChat so that parents can keep track of their children's situation at any time. This will help to enhance the positive communication and interaction between teachers and parents.

4.4 Enrich Parent-child Activities

Parent-child activities are the most effective way to encourage parents to participate directly in kindergarten activities. Parent-child activities in kindergartens can promote cooperation between families and schools. In kindergartens, teachers can hold activities for parents and children. Parents can have a better understanding of their children's development in terms of physiology and personality traits, which allows children to be taught at home in a way that is consistent with kindergarten education and helps to ensure that children's knowledge systems are coherent [9]. The purpose of home-school cooperation is to help children progress and develop. In the parent-child activities held in kindergartens, preschool teachers and parents should work together to cultivate children's good learning and behavioral habits to effectively achieve home-school cooperation.

Kindergartens usually have a special meaning or festival, and more actively let parents take their children to carry out various activities together, such as reading, singing, and performing together, or finishing children's hand work together, or even drawing pictures of parents and children. In terms of complexity, parents and children can also go out to exercise together through some exciting sports or field trips to attract the attention of parents and children, which can also shorten the distance be-

tween kindergarten and family. On some holidays and weekends, a series of older adults in the kindergarten can also actively participate in organizing parents to accompany their children to participate in community public welfare activities and garbage cleaning in the public environment, so that parents and children can cooperate more closely, encourage and effectively help children to grasp further and feel the awareness of social welfare.

5 Conclusion

At present, in the cooperation process of preschool educator school, parents' participation is low and the way is limited. The effectiveness of kindergarten' organized activities is low. Both parents and kindergartens need to strengthen their understanding of the importance of communication; actively innovate the methods of home-school cooperation; and make full use of existing resources to establish an effective interactive platform. Through good communication and practical cooperation between kindergarten and children's parents, we can jointly maintain children's healthy growth and development and create a high-quality educational environment for children. Due to the limited number of interview samples, the universality of the interview conclusion is insufficient. In the future, through more extensive interviews and research. The author's future research direction will focus on the situation and differences in home-school cooperation in preschool education in different regions of China and explore ways to improve for different regions to promote the development of preschool education.

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